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ABSTRACT

Interdisciplinary approaches to the study of psychology can be employed to provide a continuity between the various subjects a student encounters in college. One approach--a total push remediation program--is exemplified by a project involving representatives of the psychology and physical education departments, as well as interested students, in the improvement of awkward motor coordination among pre-adolescents. This involves: (1) diagnosis of the motor skills that need improvement; (2) personalized athletic training incorporating the principles of skill learning and the techniques of response, shaping, and chaining; and (3) peer review to provide mutual encouragement. Another approach, using individual student research, involves a comparative motivational analysis of advertisements in foreign language publications. By requiring the student to write a final report in a foreign language, this approach provides practice in language skills, as well as insights into psychology. A third approach utilizes popular literature, rather than textbooks, in the study of basic psychology concepts in a conventional course format. A final approach, etymological analysis, employs the study of linguistic roots in teaching psychology terminology. The report includes a list of literary selections and the psychological concepts that they illustrate. (JP)

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SOME INTERDISCIPLINARY FACETS OF PSYCHOLOGY[1]

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An unfortunate by-product of the traditional practice of arbitrarily dividing the labor of scholarship into manageable units by partitioning the domain of knowledge into discrete and apparently self-contained academic disciplines is that the student typically completes his education with an implicit conviction that there is little discernible contiguity, let alone interrelation, among the various subjects he has encountered en route to his coveted college degree. However, at least a partial antidote to this common misconception can be provided the student by arranging for him occasional exposure to interdisciplinary courses and perhaps offering him an opportunity for personal involvement in some form of interdisciplinary research.

The purpose of this article is to describe four interdisciplinary facets of psychology and to indicate how some of these can be displayed to the student in course format, or within the context of a course, and how some can be demonstrated in the guise of an individual or an interdepartmental group research project.

The first interdisciplinary activity to be thus discussed is a "total push" remediation program designed to correct athletic ineptitude, or clumsiness, in certain preadolescents by providing them with intensive, systematic training in various basic athletic skills which usually are acquired casually by most of their age-peers but which have not yet been mastered by them.

A SOCIAL LEARNING MODEL FOR THE REMEDIATION OF AWKWARDNESS IN PREADOLESCENTS[2]

The adverse effects of awkwardness in childhood are recognized and deplored by specialists in child development. Hurlock (1972,

p. 149) states:

"Studies of motor coordination in childhood have shown that the psychological damage of awkwardness is, in many respects, even greater than the physical....

"There is further evidence that the damage often leaves a scar on the child's personality...a scar that can never be completely eradicated. Many cases of inferiority complex in adolescence and adulthood have been traced to awkwardness during the childhood years.

"The awkward child's lack of self-confidence is apparent in everything he undertakes.... As a result, his adjustment to life - not only in childhood, but also later - is adversely affected. Studies of awkward children have revealed that they often become almost apologetic in their posture and gait, in the way they shake hands, and even in the manner in which they enter a room. This kind of behavior is a direct reflection of lack of self-confidence and feelings of inadequacy....

"From a constructive angle, persons responsible for child training should recognize that as soon as awkwardness becomes apparent, remedial steps should be taken to overcome it.... It should not be overlooked or neglected in the hope that it will be outgrown."

Among the sources of psychological damage to children from awkwardness, the following have been noted especially:

"Feelings of inferiority...jealousy of other children... resentment toward adults...social rejection...dependency... timidity...boredom." (Hurlock, 1972, p. 149).

Despite the seriousness of this problem, to this writer's

knowledge, no sustained formal effort has been made to offer systematic remediation to children afflicted with this type of deficiency. One form that this remediation might take is the subject of this project.

In the model proposed here, the program for the correction of awkwardness in preadolescents would be staffed jointly by representatives of the department of psychology and the department of physical education. Students with an interest in physical education, recreation, the behavioral sciences, or in any of the human services would be recruited and trained to serve as coaching aides and expert models in the program.

The remediation program would consist of two aspects, one designed to improve the motor skills of the participants and the other to build self-esteem. Both aspects of the program would be implemented concurrently.

To correct the physical awkwardness of the participants, a two-phase procedure would be employed. The first phase, primarily diagnostic, would be one in which the participants' motor performance would be assessed in vivo and from videotape recordings, their strengths and weaknesses identified and evaluated with them. In addition to the diagnostic function of this initial assessment, the videotape could provide a baseline document against which recordings of subsequent performances could be evaluated.

The second phase would consist of an intensive, personalized athletic training program tailored to the individual needs of each participant. This program would incorporate some of the principles of skill-learning formulated by the "information-processing" theorists combined with the techniques of response

modeling, shaping, and chaining developed by the social learning theorists and the behaviorists.

Specifically, the training procedure derived from this eclectic approach consists of the following steps:

A. An initial cognitive phase of skill learning in which the student cognizes or intellectualizes the skill to be performed by (a) listening to instructions by his coach, (b) observing a live or filmed expert model performing the skill, and (c) talking through or describing the skill to himself. (Studies of airplane pilot training procedures indicate that talking oneself through flight maneuvers reduces the number of hours to solo by one-half.)

This cognitive phase of skill-learning is followed by:

B. An organizing phase of skill learning in which the emphasis is on the actual practice of the skill being learned. This phase stresses mastery of the performance of the motor components that make up the skill that is being learned. This phase lasts until the various motor links that make up the skill chain are integrated smoothly and are performed automatically.

C. The final phase of skill learning can be termed the perfecting phase. This aspect of skill learning involves the gradual improvement in the skill over time with continual practice. During this final phase, speed and accuracy improve and the quality of skill performance approaches the level attained by experts. This level of achievement if it is ever to be attained by the student

will occur much after his completion of our remediation program.

The skills that each participant would be taught in his personalized skills-training program would, of course, vary according to his personal deficiency and his individual need. In general, however, these skills would be selected from the following activities: throwing and catching a ball, batting a ball, hitting a ball with a raquet, running, skating, bike riding, and swimming.

Prior to the beginning of the program, the coaches would analyze these skills into small, manageable component motor units, so that the subsequent training process could be based on training each participant to master each link and to chain the links together into a smoothly executed sequence of motor responses.

In addition to personal coaching, each participant would have access to videotaped demonstrations by experts of those skills he or she is attempting to master. She would also be given opportunities to observe and to evaluate the performance of her fellow-participants, either live or on tape. This peer review experience is intended to help each student sharpen further her ability to recognize and identify those motor skill characteristics that are essential to successful athletic performance.

Concurrently with her participation in the skills training program, each student would be given the opportunity to meet with her peers in a group counseling setting. This group counseling activity is designed to serve as a vehicle for helping the individual to rebuild her sense of self-esteem and self-confidence. The group format provides the participants with an

occasion for sharing and comparing attitudes, values, and feelings about their common difficulty, the problem of awkwardness, and about its adverse psycho-social effects, as well as for exchanging expressions of mutual support and encouragement while undergoing the rigors of the remediation regimen.

Finally, when a sufficient number of participants would have reached an acceptable level of proficiency, a program of team athletic activities would be arranged to provide them with additional preparation for eventual re-entry into existing social and athletic peer groups within their home communities.

A less ambitious, less elaborate, and more personal interdisciplinary research involvement can be offered to some students via the activity described next.

A COMPARATIVE MOTIVATIONAL ANALYSIS OF ADVERTISEMENTS[3]

This exercise is suitable for use as an interdisciplinary term project for an advanced student of a foreign language or for a bilingual student who is studying English as a second language. It can also be assigned as a team project to a student who is a native speaker of a foreign language paired with an English-speaking student who is studying the native speaker's language at an advanced level. Additionally, the project can be expanded to include relevant material in more than one foreign language for a student who is fluent in more than one foreign language, as well as in English. The project can be supervised by an interdisciplinary committee consisting of members of the faculty of the English department, the psychology department, and the foreign language departments involved.

Either or both of two versions of the project can be adopted. (1) The student(s) examine all of the advertisements in a single issue of a foreign-language newspaper or magazine published in the United States and compares them with all of the advertisements in a similarly dated issue of a domestically published English-language newspaper or magazine in order to conduct a comparative motivational analysis of the two publications. (2) The student(s) conduct a motivational analysis of all of the advertisements appearing in a single issue of a foreign-language periodical published in its native country and compare them with the advertisements in a single issue of a periodical in the same language published in the United States at the same time. The similarities and differences in the types and numbers of products marketed are noted and the differences in the motivational focus of the accompanying commercial messages are evaluated in accordance with the following rubrics: (a) types of products advertised; (b) motives appealed to in each ad; (c) type of motives appealed to, using any convenient motivational classification system acceptable to the psychologist on the supervising panel; (d) motives actually satisfied by the product in the ad; (e) type of motive satisfied; (f) discrepancies noted between motives appealed to by ad and motives actually satisfied by product.

The observations made can then be tabulated in a form similar to the one displayed in appendix 1.

Additionally, by requiring that the student(s) include in their report of the results of their study an analysis of the value appeal of the advertisements examined, apart from the motivational appeal, the scope of their evaluation may be broadened appreciably.

This dimension is added simply by having the student(s) examine the advertisements under consideration for expressions of any of the values encompassed by the six basic value categories: aesthetic, humanitarian, intellectual, materialistic, prestigious, and religious (Bittner, 1977, pp 165-169).

By requiring that the student report the results of his study in the same language as that in which the advertisements appear, an opportunity is provided him to practice expressive language skills, as well.

A more conventional exposure to the interdisciplinary nature of psychology is presented through the following course innovation.

PRINCIPLES OF GENERAL PSYCHOLOGY ILLUSTRATED THROUGH LITERATURE[4]

This course is intended as a variation of the traditional approach to the teaching of the principles of general psychology. Traditionally, psychology is taught as a scientific discipline possessing humanistic antecedents and displaying some recent humanistic outcroppings, but with little attention being given to purely literary expressions of its subject matter. Where some slight efforts have been made to structure courses in psychology which focus heavily or predominantly on literary materials and sources, the efforts usually have been directed toward courses in some specialized area of psychology rather than in general psychology (Landau, 1972 and Stone, 1966). The course described here addresses itself to an examination of those principles of general psychology usually covered in a course in general psychology, but as they are revealed through popular literature rather than through the technical and scientific literature digest-

ed and reported in the conventional textbook. The principles and concepts of general psychology examined and discussed include principles of classical and operant conditioning, the concepts of emotion and motivation, some aspects of the biological determinants of human behavior and experience, the relationship between language and thought, frustration and its consequences (e.g., aggression, withdrawal, etc.), conflict and stress, principles of development and personality, mechanisms of adjustment and defense, theories of personality (e.g., Freud, Adler and Sullivan), group processes and dynamics. Additional concepts and principles are examined as they arise within the context of the readings.

Because the principles and concepts examined and discussed in connection with this type of psychological investigation of literature are drawn from the lexicon of scientific psychology, the student who enrolls in this course is expected to have a prior acquaintance with these concepts through exposure to a traditional introductory course in general psychology, or to be willing to supplement his work for the course with prescribed readings in a traditional introductory textbook in general psychology.

The course work consists of intensive reading and extensive classroom discussion of literary assignments. The student is expected to focus his attention on the psychological aspects of the work he is reading and to be prepared to engage in a fairly penetrating classroom discussion of the psychological principles, concepts, or theories exemplified in the work. He also is expected to prepare as a term project an original analysis of a piece of literature not discussed in class. Throughout the term each student is expected not only to participate actively in classroom

discussions but periodically, to lead discussions himself. The basis for grading the student's performance in the course is the extent and quality of his classroom participation, his performance on objective tests, and the quality of his individual written term project.

The literary selections utilized in the course lend themselves to classification into two broad categories: those that are expressions essentially of a single theme and those that are multifaceted. This dichotomy is applied in a format that corresponds roughly to that usually followed in the traditional approach to the introductory course in general psychology: the first part of the course is devoted to a survey of the fundamental psychological processes while the last part addresses itself to the study of more complex, integrated aspects of the discipline. To further preserve the conventional course structure, single-theme (process) selections are examined during the early weeks of the course, with the later weeks given over to the analysis of complex, multidimensional works.

Following is an illustrative listing of some of the literary selections that are scrutinized during the semester, arranged thematically in accordance with their appropriate conventional psychological rubric.[5]

LEARNING

A. Classical conditioning

1. BRAVE NEW WORLD - Huxley (excerpt)
2. WALDEN TWO - Skinner (excerpt)
3. A TREE GROWS IN BROOKLYN - Smith (excerpts)
4. CLOCKWORK ORANGE - Burgess (excerpt)

B. Operant conditioning

1. LEARNING THEORY - McConnell (entire selection)
2. THE STORY OF MY LIFE - Keller (excerpts)
3. TERMINAL MAN - Crichton (excerpt)

MOTIVATION

A. Hunger

ALIVE - Read (excerpts)

B. Thirst

THE WOMAN IN THE DUNES - Abe (excerpts)

C. Extreme temperature

TO BUILD A FIRE - London (entire selection)

D. Suffocation

MARTIN EDEN - London (excerpt)

E. Sex

1. LADY CHATTERLY'S LOVER - Lawrence (excerpts)
2. THE STREET - Petry (excerpts)

F. Sleep and Fatigue

1. THE INFORMER - O'Flaherty (excerpts)
2. THEY SHOOT HORSES DON'T THEY? - McCoy (excerpt)

G. Excretion

1. ALIVE - Read (excerpts)
2. A TREE GROWS IN BROOKLYN - Smith (excerpts)

EMOTION

A. Love

1. THE TOUCH - O'Flaherty (entire selection)
2. MILKING TIME - O'Flaherty (entire selection)
3. A TREE GROWS IN BROOKLYN - Smith (excerpts)
4. THE INFORMER - O'Flaherty (excerpts)
5. A BRANCH ROAD - Hamlin Garland (entire selection)

B. Hatred, Anger, and Rage

1. THE STREET - Petry (excerpts)
2. THE INFORMER - O'Flaherty (excerpts)
3. THE WHITE CIRCLE - Clayton (entire selection)

C. Fear

1. THE STREET - Petry (excerpt)
2. CRIME AND PUNISHMENT - Dostoyevsky (excerpt)
3. THE INFORMER - O'Flaherty (excerpts)

D. Anxiety

THE DUEL - de Maupassant (entire selection)

E. Grief and Sorrow

1. GOING INTO EXILE - O'Flaherty (excerpt)
2. A TREE GROWS IN BROOKLYN - Smith (excerpts)
3. THE INFORMER - O'Flaherty (excerpts)

F. Shame

1. A TREE GROWS IN BROOKLYN - Smith (excerpts)
2. THE CHILD OF GOD - O'Flaherty (excerpt)
3. THE PISTACHIO PRESCRIPTION - Danziger (excerpt)

PERCEPTION

1. THE PROMISE - Potok (excerpt)
2. SUSIE'S REALITY - Stickgold (entire selection)
3. GIANTS IN THE EARTH - Rolvaag (excerpts)
4. SHE - Haggard (excerpts)
5. THE SPECKLED BAND - Conan Doyle (entire selection)

COGNITION

1. THE NINE MILE WALK - Kemelman (entire selection)
2. MAN ON A LADDER - Kemelman (entire selection)
3. THE STORY OF MY LIFE - Keller (excerpts)

PYSCHOBIOLOGY

1. FLOWERS FOR ALGERNON - Keyes (entire selection)
2. TERMINAL MAN - Crichton (excerpts)

DEVELOPMENT

A. Birth

1. LIFE - O'Flaherty (entire selection)
2. A TREE GROWS IN BROOKLYN - Smith (excerpts)

B. Infancy

1. DESIRE - O'Flaherty (entire selection)
2. THE DOOR OF LIFE - Bagnold (excerpt)
3. WALDEN TWO - Skinner (excerpt)
4. A TREE GROWS IN BROOKLYN - Smith (excerpts)
5. GIANTS IN THE EARTH - Rolvaag (excerpts)

C. Childhood

1. A TREE GROWS IN BROOKLYN - Smith (excerpts)
2. WALDEN TWO - Skinner (excerpts)
3. TRIO FOR THREE GENTLE VOICES - Brodkey (entire selection)
4. MY OEDIPUS COMPLEX - O'Connor (entire selection)
5. LORD OF THE FLIES - Golding (excerpts)

D. Adolescence

CATCHER IN THE RYE - Salinger (excerpts)

PSCYOPATHOLOGY

1. GIANTS IN THE EARTH - Rolvaag (excerpts)
2. A PERFECT DAY FOR BANANAFISH - Salinger (excerpts)
3. THE TELLTALE HEART - Poe (entire selection)
4. THE PROMISE - Potok (excerpts)

The concluding segment of this presentation deals with a strategy for facilitating the acquisition and retention by the

student of a part of the technical vocabulary he is expected to master in the introductory psychology course. Because it is similar to an approach often used in the teaching of vocabulary to students of Romance languages, and is based on material provided by linguists, philologists, and historians of language, it is regarded here as essentially interdisciplinary in nature and properly within the general purview of this paper.

ETYMOLOGICAL ANALYSIS AS A TEACHING STRATEGY

Much of the technical and professional terminology (or jargon, if you will) of psychology which the beginning student encounters in the introductory course in psychology and which, he soon regretfully realizes, he must master in order to progress in his study of the subject consists of words which have entered the English language historically through the linguistic process of derivation from the classical Greek and Latin. Etymological analysis, a procedure which not only identifies the linguistic origin of a word but also identifies the other words in current use that share the same linguistic elements with it, is a teaching strategy that seems to facilitate to a significant degree the student's acquisition and retention of what to him at first blush often appears to be a strange, cumbersome, intimidating, and possibly arbitrary new vocabulary.

Etymological analysis resembles the technique of structural analysis which is often used with considerable success in the teaching of reading at the primary grade levels. Structural analysis is defined as a word analysis technique that teaches readers to pick out parts of words such as prefixes, suffixes, and

bases to help the reader recognize common meanings and shared connotations. As the prefixes, suffixes, and the roots of many technical terms in psychology are of classical origin, it behooves the instructor who plans to employ this strategy to familiarize himself with the most common word elements of Latin and Greek origin borrowed by and assimilated into the English language.[6]

An opportunity to demonstrate to the student the value of the technique of etymological analysis usually presents itself early in the course. While discussing the various historical transformations of the definition of the term PSYCHOLOGY, it becomes relevant to examine briefly the derivation and current meanings of the names of various other disciplines containing identical word elements. A cursory inspection of a list of such names makes it immediately evident that the terms ANTHROPOLOGY, BIOLOGY, ENTOMOLOGY, ETYMOLOGY, GEOLOGY, MUSICOLOGY, NEUROLOGY, PHYSIOLOGY, PSYCHOLOGY, SOCIOLOGY, THEOLOGY, and ZOOLOGY all have in common the suffix OLOGY borrowed from the Greek and meaning THE STUDY OF.... Later, while investigating the nature - nuture controversy as it evolved in the history of psychology, it becomes appropriate to note that the terms NATURE, NATIVE, NATIVIST, NATIVITY, NATIONALITY, NATURALIZATION, INNATE, and NEONATE all share the Latin base natus (born) which is the essential element in the meanings of these terms. While investigating the process of development, the relationship among the terms OVUM, OVAL, OVARIES, and OVULATION is clarified, as is the connection among the terms MATURE, MATURATION, MATURITY, IMMATURE, and PREMATURE (which obviously share a common reference to some aspect of the process of ripening), AUTONOMIC, AUTONOMY, AUTOMOBILE, AUTOKINETIC, AUTOMATION, and AUTOMATIC, when encountered,

are readily recognized as all having in common the base AUTO (meaning self); and NEURON, NEUROANATOMY, NEUROLOGY, NEURITIS, NEUROTRANSMITTER, NEURALGIA, NEUROSIS, and NEUROTIC are seen as springing from the same root meaning nerve in Greek. In considering the constitutional typologies in personality theory, the occasion is used to note that the designations ENDOMORPH, MESOMORPH, and ECTOMORPH in common borrow the base MORPHE (meaning form in Greek) and attach different prefixes to it to distinguish among the various body shapes described.

The rationale for employing this strategy as a means for facilitating the learning and retention of a technical vocabulary is provided by the assimilation theory of cognitive learning (Ausubel, et. al., 1978). This theory holds that the acquisition of new information depends upon the presence of relevant anchoring ideas already contained in the cognitive structure of the learner. Accordingly, etymological analysis serves to facilitate the learning and remembering of new words because it anchors the new term to a similar or related word which is already familiar to the learner and firmly established in his cognitive structure. Further, this new clustering or assimilation may then result in the establishment of a new superordinate concept in the learner's cognitive hierarchy under which both the new and the old terms can now be subsumed. This newly-created superordinate construct, in turn, may serve as a broader anchorage for subsequent learning. For example, the new technical terms NEONATE and INNATE become anchored to the familiar terms NATURE, NATIVE, NATIVITY, NATURAL, and NATURALIZED because of their common Latin base, and this base NATUS (born) then becomes a superordinate concept capable of

subsuming under it all etymologically related terms, those which are familiar and those which now may be encountered by the learner for the first time.

In those rare cases in which all terms sharing some common base prove to be totally unfamiliar to the learner (e.g. ANTHROPOLOGY, GEOLOGY, NEUROLOGY, etc.) learning proceeds by rote initially until the anchoring concept OLOGY (the study of) is firmly established within the cognitive structure. This concept then becomes an anchor for all subsequently-learned material containing the base OLOGY. Indirect empirical support for this formulation is suggested by studies of "clustering" cited by Silverman (1978) in his discussion of the organizational process in memory and recall. He states, "...It has become apparent from the use of word lists that during recall subjects tend to group together words that are easily associated through their meaning. Nouns that belong to a common category...are often listed together during the recall process although they are not presented together in the original list. This grouping during recall of words that have an essential relationship is called clustering. Clustering suggests an organizational process in memory and recall." (p. 202).

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FOOTNOTES

1. Adapted from a paper read at the Fifth Annual Eastern Community College Social Science Association Conference held in Philadelphia, PA., on March 15-17, 1979.
2. The description of this program is adapted from a proposal for a pilot study which was shelved for lack of funding.
3. This activity is an adaptation of one described in the study guide published by Atkinson and Atkinson to accompany the fifth edition of Introduction to Psychology by Hilgard, Atkinson, and Atkinson, 1971, Harcourt, Brace, Jovanovich, New York.
4. This course description is adapted from a proposal submitted by the author for inclusion in an experimental curriculum developed and implemented briefly at Kingsborough Community College some years ago.
5. An additional annotated list of suitable selections is provided in appendix 2.
6. One useful source for such material is Irmscher (1972, pp. 350-351.).

APPENDIX 1

The observations made can be tabulated in a form similar to the one display below.

Product in ad	Product Category or Type of Product	Motive appealed to	Motive Category	Motive Satisfied	Motive Category	Discrepancy

Type of Product:	Total	Motive appealed to:	Total
Category A	_____	Category A	_____
Category B	_____	Category B	_____
Category C	_____	Category C	_____
etc.	_____	etc.	_____

APPENDIX 2

Annotations identifying the principal (although not the only) psychological themes exemplified in the selection accompany each entry.

SINGLE-THEME WORKS OF LITERATURE

1. The Duel by de Maupassant. A description of a severe anxiety reaction experienced in response to a threatened loss of self-esteem. The intolerable anxiety leads to an act of self-destruction.
2. The Emperor Jones by O'Neill. A longer work with substantially the same theme and outcome as the above. Additionally, the emotion of fear is depicted vividly.
3. A Night at the Inn by Lord Dunsany. Another literary illustration of the emotion of fear.
4. Night Must Fall by Emlyn Williams. The emotion of fear conveyed strikingly.
5. Riders to the Sea by Synge. A powerful portrayal of the emotion of grief.
6. To Build a Fire by London. The effect of extreme cold upon human behavior graphically depicted.
7. The Story of My Oedipus Complex by Frank O'Connor. An amusing Irish version of the classical Greek hang-up.
8. Morning Becomes Electra by O'Neill. A New England version of the classical Greco-Viennese malady.
9. The Iceman Cometh by O'Neill. The defense mechanism of withdrawal into fantasy described unforgettably in arresting dramatic terms.

10. The Glass Managerie by Williams. A more delicate, gentler, and sadder portrayal of withdrawal.
11. Rain by Maugham. Repression and reaction formation, guilt and expiation through self-destruction, in a South Seas setting.
12. The Old Lady Shows Her Medals by Barrie. Wish-fulfillment through fantasy.
13. Dr. Jekyll and Mr. Hyde by Stevenson. Defense by dissociation into multiple personalities.
14. The Picture of Dorian Gray by Wilde. Symbolic dissociation as a defense against guilt over impulse gratification.
15. Terminal Man by Crichton. Aspects of psychobiology incorporated in a science fiction setting.
16. Of Mice and Men by Steinbeck. The affiliation motive exemplified.

MULTIFACETED LITERARY WORKS

1. Brave New World by Huxley. Principles of classical conditioning exemplified in the context of utopian literature.
2. Walden Two by Skinner. Principles of classical and operant conditioning exemplified in the context of utopian fiction.
3. Clockwork Orange by Burgess. Sex, aggression, and aversive conditioning in one repulsive package.
4. Darkness at Noon by Koestler. Pain, fear and reconditioning in a political context.
5. 1984 by Orwell. Similar to the above in its essential psychological ingredients.
6. All Quiet on the Western Front by Remarque. War, the penultimate stressor, and its psychological consequences.

7. On the Beach by Shute. Atomic warfare, the ultimate stressor, and its psychological consequences.
8. The Red Badge of Courage by Crane. More of the penultimate stressor, in its less sophisticated version, and its psychological consequences.
9. Hunger by Hansen. The basic drive and its psychological consequences in the human organism.
10. The Corn Is Green by Emlyn Williams. The achievement motive fulfilled in Wales.
11. The Chosen by Potok. The achievement motive expressed and fulfilled as a way of life among the Hasidim. Also, illustrates the affiliation motive, and conflict on an inter-group level in the realm of ideology.
12. Young Man With a Horn by Baker. Self-actualization among jazz musicians.
13. The Moon and Sixpence by Maugham. Self-actualization through art.
14. The Horse's Mouth by Joyce Cary. Self-actualization through art.
15. My Name Is Asher Lev by Potok. Self-actualization through creativity.
16. The Razor's Edge by Maugham. A peak experience through Indian mysticism.
17. Marty by Chayefsky. The affiliation motive expressed in a touching and poignant proletarian romance.
18. Of Human Bondage by Maugham. The masterpiece of self-abasement.
19. Sons and Lovers by Lawrence. Oedipus in an English mining town.

20. The Promise by Potok. Incorporates a demonstration of nature's projective technique, and an intelligible account of the psychodynamics of psychopathology.
21. Lord of the Flies by Golding. A literary illustration of the more primitive levels of moral development characteristic of children (and recent occupants of the White House).
22. High Wind in Jamaica by Hughes. Similar to the above but set in an earlier historical context.

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